**Taxonomy Self-Questioning Chart for Skill Based Health Education Materials**

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| ***Level of Thinking*** | ***Comprehension Self-Assessment*** | ***Focusing Questions*** | ***Proficient Reader Strategy*** |
| *Creating* | I have created new uses of the health skill. | How has this author changed what I previously understood about the skill? | Use lower level health education skills to create strategies for higher level skills. (ex. Combine communication and technology to build an advocacy effort.) |
| *Evaluating* | I can critically examine the author’s message that connects health content and appropriate skill. | What authority and purpose does the author bring to what he/she tells me? | Use inference to determine the authors authority.  (ex. Is a person with an NC degree a more effective degree than someone with an RD?) |
| *Analyzing* | I can explore deeper connections to the skill that is covered in the author’s message. | How is the critical content and skill based strategy discussed similar to (or different from) other texts on this that I have read? | Making connections  (ex. What types of health behaviors does setting goals work the best to achieve a positive outcome?) |
| *Applying* | I can use the critical content and appropriate skills in a meaningful way. | How can I connect what the author is telling me to understand it better?  (ex. Apply the skill to numerous types of scenarios.) | Making effective connections. (ex. Apply the skill of communication to a number of health related situations.) |
| *Understanding* | I can understand what the writer of the article is telling me. | What does the author want me to understand in terms of critical health content and skills present in the article. | Determining article content importance.  Inferring what skill needs to be understood. (ex. Understand the difference between self management and decision making when it comes to food choices.) |
| *Remembering* | I can recall specific information and health literacy skills discussed in the text. | What do I need to remember to make sense of this text? | Determine the content and skills that are important. (ex. Remember the TRAAP acronym for accessing accurate information. This includes Timeliness, Relevance, Accuracy, Authority and Purpose.) |